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AUTHOR Hoyt, Kenneth B.
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ABSTRACT

This monograph represents one of the first systematic attempts made to discuss the concept of the "coordinator of career education" as a new kind of position in the K-12 system of American education. It reports discussions of experiences and recommendations of participants at miniconferences for local K-12 career education coordinators. The first section discusses whether a specific position entitled "career education coordinator" is essential. Recommendations made include the desirability of the position at the school district level and the necessary permanence of that position. A section on the duties and responsibilities of K-12 coordinators provides a few examples of some of the diversity in duties and responsibilities. In the next section specific examples are given of how, in several communities, persons serving as coordinators are using building level personnel as "key leaders" in carrying out career education roles and responsibilities. The fourth section follows general discussion of participant recommendations concerning coordinator responsibilities with a list of fifteen responsibilities, divided into networking, information and public relations, and professional educational and community collaboration responsibilities. In the next section six qualities to look for in a coordinator are recommended. The final section consists of thoughts and recommendations regarding placement of the coordinator in education's table of organization. (YLB)

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MONOGRAPHS ON CAREER EDUCATION

THE COMMUNITY CAREER EDUCATION COORDINATOR

by
Kenneth B. Hoyt, *Director*
Office of Career Education

September 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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Preface

This monograph is one in a series designed to report, in narrative form, discussions that took place during a series of "miniconferences" for local K-12 Career Education Coordinators. A total of 15 such "miniconferences" were held between the period beginning in January and ending in July of 1979. This monograph, like all others in this series, is based on the notes I took while conducting each of these 15 "miniconferences." The OCE contractor responsible for logistical arrangements and for preparation of final notes (as corrected by the participants) was Inter America Research Associates of Rosslyn, Virginia. That Contractor has compiled and published a limited quantity of the final notes. Copies of that report, while they last, may be obtained by writing to the Office of Career Education, U.S. Office of Education, Washington, D.C. 20202.

Participants for this series of miniconferences were selected by OCE based on nominations received from State Coordinators of Career Education. Each such Coordinator was asked to nominate, as possible participants, those K-12 Career Education Coordinators who, in the opinion of the State Coordinator, were doing the best job in implementing career education in their State. It is not, then, in any way a random sample of local K-12 career education coordinators whose experiences and opinions are reported here. Rather, these participants should be viewed as among the best in the opinion of their State Coordinators. Because it was impossible to select all persons nominated, there were many outstanding local Coordinators around the Nation who were not selected as participants.

An attempt was made to secure nominations from all 50 States plus the District of Columbia and Puerto Rico and to pick a minimum of two local career education coordinators from each State as participants. The original plan was to select 10 participants—one each from 10 different States—as participants in each of the 15 miniconferences. Logistical problems prevented us from reaching this objective of having 150 participants. The final count of participants was 131 persons who, in combination, came from 45 different States and the District of Columbia. The actual number of participants in each miniconference ranged from a low of 7 to a high of 10 with a statistical average of 8.7 persons in attendance at each of the 15 miniconferences.

Each miniconference was conducted in the same basic way. We started by asking each participant to list the most practical and pressing issues, problems, and concerns he/she is facing in attempting to implement career education. A total of 407 such topics—an average of 27+ per miniconference—were raised by participants. Following this, participants were asked to vote on the 5-6 issues that they considered most crucial of all those raised at their miniconference. As time permitted, then, participants

in each miniconference "brainstormed" the priority topics they had selected by their votes. Extensive discussions were held on 49 such priority topics, several of which are discussed in this monograph. In addition, each participant was asked to present a short oral description of his/her attempts to implement career education in a given community and to share materials with other participants. Those reports and materials also form part of the content of each monograph in this series.

While no exact statistical data were gathered, it appears that participants in this series of miniconferences had, on the average, somewhere between five and six years of experience in attempting to implement career education. The basic purpose of each monograph in this series is to share this rich reservoir of experience with others interested in problems associated with the implementation of career education at the K–12 levels of Education.

The most striking observation one could make about participant comments was, as expected, the wide diversity of means they have found for overcoming the practical problems facing those charged with implementing career education. It should be obvious, to any thoughtful reader, that there is no one best solution for any given problem. Rather, the best way to solve a particular problem will vary from community to community, from State to State, from school districts of various sizes, and from rural, suburban, and urban settings. It is, thus, a diversity of answers that the reader will hopefully find in the monographs in this series.

It will be equally obvious, to the experienced reader, that the practices of these experienced local career education coordinators varies greatly from much of the theoretical/philosophical literature of career education. It is very seldom that practitioners, faced with the multitude of practical constraints that exist at the local community level, can put into practice what those who, like myself, have the time to think, write, and speak about. I am impressed by how close many of them have come. I am even more impressed by some of the innovative, creative solutions some have found that go considerably beyond what the full-time career education conceptualizers have yet been able to think about.

I am most impressed by the dedication, commitment, and professional expertise that participants demonstrated, over and over again, during this series of miniconferences. They are the real experts in career education. I hope that, just as I have learned from them, so, too, will their thoughts and their experiences be helpful to you.

— Kenneth B. Hoyt, Director
Office of Career Education
United States Office of Education

The Community Career Education Coordinator

Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

Introduction

Is it necessary to have a position entitled "Career Education Coordinator"—or some similar title—in order to implement a community career education effort? If not, how is the total career education effort to be tied together? If such a person should exist, at what level should he(she) function within the Education system? Should the person operate out of the school system or out of the broader community? What qualifications should such a person possess? What kinds of activities should have priorities for a person occupying such a position? How can school systems afford the services of such a person given the relatively small amounts of money expected to become available under P.L. 95-207—the Career Education Incentive Act? Should Career Education Coordinators be required to be "certified" by their State Department of Education?

These, and similar questions, were raised by participants in almost every one of the miniconferences included in the series on which this monograph is based. In three of the 15 miniconferences in the series, this general problem was selected as a priority discussion item. In this monograph, the experiences and recommendations of these participants—each of whom currently serves, in one way or another as a "career education coordinator" now—will be presented.

Is a Specific Position Entitled "Career Education Coordinator" Essential?

In one real very operational sense, the answer to this question is obviously "NO." That is, included among participants in these miniconferences were many persons having primary responsibility for career education in their school districts, but who did not have the term "career education coordinator" included in their official job title. Without attempting to go through the entire list of 130+ participants, the following illustrative examples will illustrate this point.

— Bob Towne is a 4th grade teacher in Kennebunk, Maine.
— Jimmy Dolan is Director of Vocational Education in Boone County, W. Virginia.
— Barbara Preli is Associate Superintendent for Instruction in Jefferson County, Kentucky.

— Betty Flaherty is a Business Education teacher in Brookline, Massachusetts.
— Mary Kay Albrittain is Supervisor of Guidance in Charles County, Maryland.
— Ken Quinn is Assistant Superintendent of Schools in New Albany, Mississippi.
— Betty Neuwirth is a junior high counselor in Robbinsdale, Minnesota.
— Linda Poole is a Curriculum Director of Sylvania, Georgia.
— Burt Elliott is Superintendent of Schools in Siloam Springs, Arkansas.
— Carl Wisener is Principal, Arab Primary School in Arab, Alabama.

Several persons in the above list of illustrative examples are individuals who, at some time in the past (usually when a Federal demonstration grant for career education was in effect) had served in the position of "career education coordinator." Once the Federal funds ceased, their position had been eliminated but, even though forced to assume new and different official positions, they had voluntarily continued their efforts to coordinate career education in their school districts. Others (Betty Neuwirth is a good example) simply saw the need for career education coordination and assumed this responsibility voluntarily without officially having been given any formal "title." The basic point to be made is that, for whatever set of reasons, there are a good many career education efforts taking place today without the position of "career education coordinator" being in existence.

Furthermore, those K-12 school districts who depend on funds available from the Federal and/or State legislatures to pay all, or most, of the costs of career education will experience great difficulty doing so under these limited kinds of funds. A good example of this was given by Sue Warmath from the Washington Elementary School in Mayfield, Kentucky. Sue reported that, under provisions of the career education law recently enacted by the Kentucky State Legislature, each K-12 school district in the State received a total of $3.16 per student for use in career education, of which no more than 10 percent could be used for "administrative costs"—including salaries. With about 2,000 students in their school district, they received around $6,000. Ten percent of this obviously came to $600. When Sue pointed out that this appropriated amount was to be used to extend the career education effort over a two year—not a one year—period of time, the group could see she was talking about only $300 per year available for paying the salary of a "career education coordinator." The financial realities Sue had to face in Mayfield, Kentucky are sure to be seen by many others throughout the Nation.

Whether or not something is *possible* may bear little relationship to whether or not it is either *needed* or *desired*. Burt Elliott, in Siloam Springs,

Arkansas, for example, was convinced that he *needs* a "career education coordinator" (in spite of the fact that he emphasized he wasn't at all sure what kind of person he was seeking). Betty Flaherty, in Brookline, Massachusetts, was convinced they need a career education coordinator in her system to really get career education off the ground. She expressed doubts, however, that such a position will be created so long as influential members of the community continue to think that career education is intended to serve "those who don't go to college"! Carl Wisener, from Arab, Alabama, reported that, since the official full-time position of "career education coordinator" had been eliminated in Arab, he has noticed a fall off in the number of teachers who still stay engaged in career education—in spite of the fact that his good teachers continue to infuse career education activities into the teaching/learning process. Jim Sullivan, from Cumberland, Rhode Island, was formerly a full-time career education coordinator but has now been forced to assume this role on a part-time basis because their Federal demonstration funds ran out. In this situation, Jim told us that, while he is still able to keep career education going pretty well at the high school level (where he is employed as the Distributive Education teacher) he finds himself unable to keep up his contacts with elementary school teachers, and as a result, some "fall-off" at that level is present.

Mary Remington, from Pittsburg, Kansas, feels very strongly that the position of "career education coordinator" is essential—and on a sustaining basis. The career education effort in Pittsburg has been underway for several years and operated, from the beginning, under an assumption that once career education activities had been infused into every classroom, there would no longer be a need for a person whose job title is "career education coordinator." They tried that in Pittsburg and it didn't work for them. Now Mary is back as "career education coordinator." Quite the opposite is now happening in Cashmere, Washington where Bernie Griffith has been "career education coordinator" for several years. Next year, Bernie's official position will be "curriculum director" and she expects that, since career education activities have been infused into every classroom, there will be no need for anyone carrying the title of "career education coordinator." It will be interesting to see what happens in Cashmere under this new arrangement.

Gail Anderson, South Berkshire Education Collaborative in Great Barrington, Massachusetts, is a good example of a situation where a full-time career education coordinator position (which she has been occupying) is about to be eliminated. Gail told us that, while she isn't sure what will happen during the coming school year, she is convinced that one of the two school counselors in her district has the ability to take over the career education "nudger" function. She definitely sees the need for some "in-house" member of the regular school faculty to assume this position—with or without the title. Similarly, the position of "career education

coordinator" which Steve Jones has occupied in the Concord, New Hampshire Public Schools is being eliminated and, during the coming school year, Steve will be working as a secondary school supervisor. He feels that the career education effort may well keep going, in spite of this, if funds can be found to pay $200 each to career education "team leaders" he now has trained and who are operating at the building level in that school system.

Dennis Luce, a counselor in Rapid City, South Dakota who has been trying to encourage a community career education effort in that community, feels very strongly the need for some person to be working full-time in career education. So, too, does Frank Miller who, as Director of Guidance in Fargo, North Dakota, has been keeping the career education effort alive in that community. He feels strongly the need for a full-time career education coordinator, but is convinced that position will not be created in his community until and unless his local Board of Education adopts a formal policy position supporting career education.

Most of the participants in this series of miniconferences were, of course, employed as full-time coordinators of career education. In general, it seems safe to say that a large majority of such persons would support a contention that the position of "career education coordinator" is needed—and on a sustaining basis. This is not to say that they felt such a position is needed at the school building—or even necessarily at the local community—level. Several examples were seen where, especially in rural areas, one "career education coordinator" was serving 20 or more small school districts. Even more significant, no participant reported the existence of a condition that called for a full-time career education coordinator position at the individual building level within a school district. OE's Office of Career Education has consistently warned against creating such positions at the building level and, whether by choice or by necessity, this warning has apparently been heeded in local K-12 educational practices.

If an effort were made to generalize the remarks and recommendations of these miniconference participants into a general set of recommendations concerning this question, the following appear to be ones that should be included:

1. It is highly desirable that a position of "career education coordinator" be created and be in place at the school district—or, in the case of very small rural school districts, at the intermediate—level.
2. If the position of "career education coordinator" does not exist in a formal sense, then someone in the school district must assume this role in a volunteer or "extra load" capacity. Such a person must be one having both interest and expertise in career education.
3. The position of "career education coordinator" is one that should be thought of on a sustaining, permanent basis—not as one needed only during the initial "start up" phases of career education. (NOTE: While there appeared to be consensus on this point, there was not universal agreement.)

4. The primary reason why the position of "career education coordinator" should not exist as a professional specialty at the building level is that, at this level, the goal should be one of encouraging every classroom teacher to engage in career education. If a full-time specialist is available, teachers will tend to turn the career education function over to such a specialist and the concept of career education will be lost.

With this set of generalizations regarding the necessity for the position, let us now turn to the question of duties and responsibilities of persons whose job title is "career education coordinator."

Duties and Responsibilities of K-12 Career Education Coordinators: Action Examples

This topic was discussed, as a priority issue for "brainstorming" by participants, in two of the 15 miniconferences. Before discussing the generalizations made in these two sessions, it seems appropriate to strive for a "snapshot answer" by simply noting the informal ways participants in several of the miniconferences referred to their jobs as "career education coordinators." No attempt will be made here to present such "snapshots" in a comprehensive fashion. Instead, the few examples given are intended to illustrate some of the diversity that exists.

Gene Willich, Career Education Coordinator in Dodge City, Kansas, emphasized one of his key duties as consisting of providing inservice education each Fall to new teachers prior to the start of the school year. During the school year, Gene regards an important part of his job as consisting of weekly visits he and/or the two paraprofessionals working with him make to individual school buildings. According to Gene, when teachers simply see him around, they are more inclined to keep active in devising and implementing career education activities in their classrooms.

Herman Grizzle—with only the help of a half-time secretary—serves as Career Education Coordinator for the Tulsa, Oklahoma school system which serves about 100,000 students! Operating out of an area vocational school in that system, Herman spends a good deal of time meeting with area career education coordinators and their building principals in that system. In addition, with the help and assistance of a wide variety of kinds of community groups—including NAB, the Chamber of Commerce, and the military services—Herman has arranged for and conducted inservice education for about 1,500 of the 4,500 classroom teachers in the Tulsa school system. A third major activity in which Herman has engaged is the production of a variety of kinds of career education materials for use by elementary teachers, high school teachers, and teachers with exceptional children with separate sets of materials being prepared for each of these three groups.

When asked, by other participants, whether the primary long run role of the K-12 career education coordinator should be focused more on working

internally within the education system or externally in the broader community, Asahi Oshima, Career Education Coordinator in Boulder, Colorado, answered that she sees the *primary* role being that of working internally within the Education system and that she must count on forces out in the community to discover and marshall community resources for use in the total career education effort. Jimmy Dolan, from Boone County, West Virginia, felt just the opposite and insisted the primary role of the career education coordinator should be in the community, not in the Education system. Jackie Danzberger, from Hartford, Connecticut, expressed a position between these two extremes when she emphasized the primary role as being one that "links" the Education system and the community together. These three examples, taken from a single miniconference, should serve to illustrate the fact that wide variation in opinions exist among persons employed as K-12 career education coordinators.

Barbara Preli, Career Education Coordinator for the Jefferson County Schools in Louisville, Kentucky, like several other participants, had overall responsibility for implementing career education in a very large school district. To accomplish this task, Barbara sees the role of career education specialists at the county level as being highly concerned with providing intensive inservice training to selected teachers from each school building, each of whom then takes responsibility for providing such inservice education to other teachers in their building. In addition, Barbara considers it vitally important to work with department heads and subject matter supervisors at the county level in encouraging them to assume career education leadership roles for those teachers with whom each works. Using this system, Barbara reports that, by the beginning of the 1978-79 school year, every classroom teacher in the entire school system had been exposed to inservice education in career education. In addition, Barbara sees community collaborative efforts as also being an important part of her job.

By contrast, one receives quite a different perception by listening to Jane Okamato, Career Education Resource Specialist, in the Windward District Office, Kaneohe, Hawaii. Jane works directly with teachers at the building level in the district she serves. There, she begins by identifying, with teachers, those career development skills to be imparted to students. This is followed by providing direct assistance to teachers in designing career education activities to be infused into the teaching/learning process so that such skills can be acquired.

Doug Hill, who works at the Educational Resources Association in Newark, Delaware, has seen his role change over the last five years from one whose primary emphasis was on community involvement to one where his primary role now is on internal collaborative activities among educators in the school districts he serves. Like Asahi Oshima in Boulder, Colorado, Doug has found community resource persons who are willing and able to assume primary responsibility for the community collaborative aspects of

career education and feels he now gets greater "payoff" by devoting relatively more of his time to individual teachers.

Rose Muliere, whose *official* position is that of Pupil Personnel Services Director in the Riverside Unified School District, Riverside, California, has taken on responsibilities for career education leadership in that school district as well. She sees the proper term being "facilitator"—as opposed to either "coordinator" or "director"—when describing the proper role and function of a school district career education leader. By this, Rose means that she sees the primary task as being one of making it easier for a true community collaborative effort to take place among those who have decided they want to work with others.

Finally, as a specific example, consider LaVerne Kuehn, Career Education Coordinator for the Pulaski County Special School District in Little Rock, Arkansas. LaVerne feels a very important part of her job is that of responding to requests from individual teachers for help, ideas, and materials for use in infusing career education activities into the teaching/learning process. When a teacher expresses a need for a particular kind of resource, LaVerne feels a responsibility for trying to provide it. For example, she told us about one teacher who asked for 500 chicken hearts for use in one career education activity. LaVerne was able to get them from a local poultry processing plant. As a second major kind of responsibility, LaVerne spends a great deal of time out in the community making slide tapes related to various careers which she can then give to teachers for use in the classrooms.

Roles of Career Education Coordinators: The Concept of "Building Level" Team Members

The diversity in roles and responsibilities illustrated in the preceding section is, to a very considerable degree, more nearly a reflection of differences in the size of various school systems represented by participants than it is differences in perceptions of what must be done to implement career education. In this section, specific examples will be given of how, in several communities, persons serving as K-12 career education coordinators are using building level personnel as key persons in carrying out career education roles and responsibilities. While more common in larger school districts, some of the examples to be presented here come from fairly small school districts.

The first such example can be seen in Max Brunton from the Parkrose School District in Portland, Oregon. Under the Oregon State Plan for Career Education, there are regional coordinators for career and vocational education employed by the State Department of Education scattered throughout the State. Each such regional coordinator is charged with responsibility for implementing career education in the school districts within her(his) region. To do so, they are using what they call the "key

leader" approach to implementation at the K-6 level which calls for designating one teacher in each elementary school as the "key leader" for that school. Special career education inservice is given each such teacher and those teachers, in turn, are charged with motivating and helping other teachers in their building carry out career educational activities.

In Pima County, Arizona, which serves Tucson and the surrounding area, Beth Berry described the Pima County Career Development Project in ways that also illustrate this concept. There are a total of 72 staff persons (including clerical personnel) assigned to this project from the County level. Together, they are responsible for serving the 135 schools in Pima County. In order to do this, the county specialists have organized themselves into "teams" with different disciplines represented on each "team." These "teams" go out to individual school buildings. There is also a "key teacher" within each building to whom the "team" provides special help. This "key teacher," in turn, is responsible for helping other teachers implement career education.

Sarah Walkenshaw, in Kansas City, Missouri, actually uses the title "career education coordinator" for the key teachers she has picked to provide the leadership function at the building level. Each is a full-time teacher who has volunteered for this assignment and is paid, at an hourly rate, for performing it. So, too, does Barbara Preli, in Louisville, Kentucky, call her building level persons "career education coordinators." There, each such person (Note: These are *all* full-time teachers) is charged with responsibility for developing their own "career education plan" *for that building*—including their inservice education plan for that building. These building level "career education coordinators" are prepared for their work through special inservice given them by the career education specialists employed at the county level—including one such specialist at the elementary level, one at the junior high and senior high school level. In addition to these "building level career education coordinators," Barbara also places great reliance on the work of subject matter specialists who, like Barbara, are working out of the county offices.

In Orlando, Florida, Bob Magow has named a "career education resource teacher" for each school building who receives a small supplement to their salary, but no released time, to perform the building level career education coordinating function. This resource teacher is aided, at the junior/senior high school levels, by a "Career Education Planning Committee" in each school composed of an Assistant Principal, a counselor, several teachers and students, and an Occupational Specialist. In the Region X Service Center at Richardson, Texas, John Shirley reported that they call their building level persons "campus career education coordinators" and that, while each such person (all of whom are classroom teachers) get some released time in order to perform this assignment, they do not get extra pay.

An interesting variation on this concept was reported by Jama Roman, Career Education Coordinator in Toledo, Ohio. There, Jama has four

teachers assigned to work with her at the school district level. Each such teacher is responsible for 7–10 school buildings in the district. Within each school building, there is one person officially assigned to "career education." That person is reponsible for teaching four nine-week courses during the year, on a group guidance basis, to students. The Ohio plan is quite different from that found in many other parts of the Nation. All Ohio school districts receiving funds through the Vocational Education Division of the Ohio State Department of Education are required to follow the "Ohio plan."

Not all Ohio school districts are in the "Ohio plan." For example, Nancy Losekamp, who serves as Career Education Coordinator in Upper Arlington, Ohio, has devised a system for herself (they started completely with local funds) that calls for a "Career Education Building Team" to be established within each school building in the district. Each such "team" is composed of teachers from various grade levels and/or academic disciplines. One teacher from each team is picked as the "straw boss" of the team and assistance is provided each "team" by career education specialists working out of the central offices of the school district.

One community that has found it important to pay "career education team leaders" operating at the building level is Concord, New Hampshire. There, Steve Jones reported the "team leader" concept to be the *key* vehicle used to implement career education. For the "grand" amount of $200 per year, each "team leader" is asked to devote a minimum of two-hours per week plus many Saturdays to learning about career education and devising plans for implementing it within their building. Each can, if they desire, also receive six hours of college credit (which Steve is authorized to grant) for performing these duties. The two essential things that each "team leader" is asked to do, at the building level, are: (a) to help teachers develop career education materials; and (b) help conduct teacher inservice in career education at the building level.

A final outstanding example of this concept can be seen in Peoria, Illinois where Chet Duggar heads the school district's career education efforts. There, Chet reports that the central key to implementing career education has been the appointment of "lead career education persons" within each building in the school district. Chet emphasized that his experience leads him to believe that such persons should be classroom teachers, as opposed to building principals and, furthermore, that teachers seem generally more willing to take on such roles that are building principals.

It should be pointed out that not nearly all of the school districts represented in this series of miniconferences reported using the concept of the "key leader" at the building level in their career education efforts. Yet, the examples presented in this section stand as clear evidence that this pattern *is* emerging in many school districts where a full-time, paid "Career Education Coordinator" is employed at the *school district level.* If

a summary of how this concept is being applied in practice were made, it would include the following generalizations:

1. Some form of "key leader" for career education at the building level can serve a useful function in keeping career education efforts going, on a day-to-day basis, at that level.
2. Such "key leaders," in practice, are typically full-time teachers. Most are *not* receiving any released time to perform this function although some exceptions to this can be found.
3. There seems to be no general pattern existing with reference to whether or not these "key leaders" receive any kind of extra financial compensation for serving in this capacity. In some systems, they receive anywhere from $50 per year to $700 per year while, in other systems, they receive no pay whatsoever.
4. The typical pattern seems to be one where the school district level career education coordinator invests heavily in providing inservice education to these "key leaders" while, at the same time, depending greatly on them to provide career education inservice to teachers in their buildings.
5. Classroom teachers, rather than building principals, seem to be the primary kinds of persons serving as "key leaders" in career education building efforts.
6. The biggest single advantage of using the "key leader" concept seems to be the opportunity it offers of designing and carrying out a "custom-made" career education effort within each school building in the district.

After listening to these participants, my general impression was that the "key leader" concept is a viable one to emphasize in career education implementation efforts. It will stay viable, in my opinion, only so long as it does not lead to more and more released time for those teachers performing this function. If a tendency toward increasing the amount of released time given teachers performing this kind of function were to emerge, I would consider it negative. I say this because of my fear that the eventual result would be full-time career education specialists at the building level—and that, to me, would be disastrous in that it would inevitably lead to a reduction in emphasis on the full-time practicing classroom teacher as *the* key person in the career education delivery system. So far, there appears to be little danger here.

Responsibilities of K-12 Career Education Coordinators: Recommendations of Participants

"Responsibilities" is a better term than "roles" to use when one speaks of K-12 career education coordinators. That is, the important point to keep in mind when discussing the general problem of *accountability* is that it is more important to talk about *what* is to be done than it is to talk about *who* is to do it. The cruciality of this perspective was highlighted in

recommendations made both by Bernie Novick, Career Education Coordinator in Woodbridge, New Jersey and by Gloria Whitman, Career Education Coordinator in Newton Square, Pennsylvania. Bernie's recommendation was that, if a job description is to be written for the career education coordinator, that description should be stated in terms of LEARNER OUTCOMES rather than in terms of TASKS TO BE PERFORMED. Gloria put this same principle in a slightly different form when she recommended we speak in terms of FUNCTIONS TO BE ACCOMPLISHED, not about PERSONS TO PERFORM FUNCTIONS. The basic concern that both Gloria and Bernie were expressing was a fear that, if the "job description" were put in terms that implied the career education coordinator is *the* person to perform each task, we run the risk of discouraging others from participating in a community *team* effort. It is a point well-worth making.

What kinds of "functions" did participants see as ones for which the person carrying the title "career education coordinator" should be held accountable? The most commonly agreed answer to this question, as given by these experienced K-12 career education coordinators, was that the coordinator should function as a bridging force between the education system and the broader community in such a way that "career education" becomes a total community effort. Carl Wisener, from Arab Primary School in Arab, Alabama, suggested using the career education coordinator as a "broker" between the community and the Education system. Jim Crook, from Yakima, Washington, agreed by emphasizing the career education coordinator should be "right in the middle" between the Education system and the broader community. Brad Snodgrass, from Palmer, Alaska, thought that "catalyst" might be a better word than "broker" to describe this function and later suggested further that such terms as either "change agent" or "linking agent" might be even better.

Bernie Novick, also, seemed to prefer the term "linking agent" to describe this most important function. While emphasizing his strong feeling that the career education coordinator should be an employee of the school system—as opposed to any other community element—Bernie saw, as critically important, that the career education coordinator should regard a "networking" function as his/her primary responsibility. By "networking," Bernie meant to imply more than simply a responsibility for how each community agency can best interact with the Education system. In addition, he was referring to how various community agencies can better interact among themselves as "partners" in a total community career education effort. There seemed to be high agreement that community involvement—whether or not it extends as far as Bernie is proposing—is an essential responsibility for the career education coordinator to accept. In this regard, Cal McIntyre from the Milwaukee, Wisconsin Public Schools, emphasized the importance of having top school administrators provide their career education coordinators with

freedom to leave the school buildings and spend a considerable portion of his/her time out in the broader community.

Betty Christensen, Career Education Coordinator for the Kalamazoo Intermediate School District in Kalamazoo, Michigan was another who emphasized the importance of the "networking" function. Betty made an additional SUPER point when she added that the "network" we seek to establish must be used primarily for communication and organization purposes—not for the actual performance of specific tasks to be done by various persons in the "network" working together or separately. The point Betty was emphasizing was, once again, the crucial importance of helping each "actor" on the career education "team"—including classroom teachers—see career education as something that they do for themselves, not as something someone else does for them. Nancy Losekamp, from Upper Arlington, Ohio, agreed with Betty and warned against establishing any kind of pattern that would result in a "dynasty" for the career education coordinator. The "power" of the career education coordinator, in Nancy's opinion, should be his/her ability to encourage all others to use *their* "power" in a partnership career education effort. While basically agreeing with this general principle, Ken Quinn, from New Albany, Mississippi, reminded other participants that, while teachers like to feel they have the "power," they are far from reluctant to also receive a little "help" from persons serving as career education coordinators!

Some participants, when the question of responsibilities of the career education coordinator was raised, responded immediately with some initial thoughts that provided helpful input to the general discussion. While none were pretending that the "list" they offered others was comprehensive, the "first blush" thoughts they expressed still, in my opinion, are valuable and worth sharing with others here. One such "list" was presented by Carol Gomer who serves as career education coordinator for a number of small school districts in the Missoula, Montana area. Carol saw primary functions of the coordinator as including: (a) conducting inservice education for teachers; (b) selecting commercially prepared career education materials and purchasing them for use in the total career education effort; and (c) accumulating and building career education resources from among the wide variety of such resources as are found out in the broader community.

Carol Wiegner, Career Education Coordinator in Elkhart, Indiana, responded to this question in a quite different way by naming her two primary "functions" as including: (a) serving as a link between teachers and the broader community by doing *for* teachers many of the things they would like to do but don't have the time to do for themselves; and (b) appearing personally, on a regular basis, in each school building to provide support, encouragement, and motivation to classroom teachers to keep career education as a high priority in the teaching/learning process.

Virginia Brookins, from the Okolona High School in Okolona, Mississippi, was still more specific when she responded to this question.

Virginia's "list" of primary functions which represented her initial response to this question included: (a) getting resource persons from the broader community into the school; (b) setting up and establishing field trips for students (including classes of students) out into the community; (c) speaking to a wide variety of kinds of community groups and trying to interest them in becoming involved in the total career education effort; (d) making, establishing, and maintaining continuing contacts with persons from the business/industry community who can—and should—serve as "partners" in the total career education effort; (e) meeting with teachers for purposes of helping them discover ideas and actually infuse career education activities into the teaching/learning process; (f) attending departmental staff meetings for purposes of getting interest in and commitments to a career education emphasis in each academic discipline; and (g) serving on curriculum revision and textbook selection committees for purposes of ensuring an emphasis on career education is included as a high priority concern in decisions made by such groups.

Frank Miller, Guidance Director in the Grand Forks, North Dakota Public Schools, added two more functional emphases by pleading for attention to: (a) informing the total community—both the education community and the broader community—about the nature and goals of career education; and (b) "selling" the total community on career education in such a way that a wide variety of elements will, in fact, become "partners" in career education.

Still other participants included, in their recommendations concerning "responsibilities" in career education, a variety of suggestions related to the generic topic of keeping career education as a sustaining effort once the Board of Education has adopted a policy supporting it. Such suggestions, in addition to those already mentioned here, included: (1) Pearl Solomon, from Pearl River, New York, suggested installing a routine procedure that calls for purchase of related career education materials to be made a routine budget item in departmental instructional requests; (2) Bernie Griffith, from Cashmere, Washington, suggested efforts aimed at ensuring that teacher evaluations be required to include a "career education" component as well as an "instructional" component; (3) another suggestion of Pearl Solomon's was to engage in a campaign to insert "career education competencies" in whatever list of basic competencies are required for graduation from high school; and (4) Sandy Bode, from Wheaton, Illinois, recommended that responsibility for producing hard evidence, at the local level, demonstrating positive results for career education be one of the basic responsibilities in any list.

Any attempt to construct a composite list of recommended responsibilities for which K-12 career education coordinators can—and should—be held accountable will obviously be an inappropriate one to apply in all K-12 school systems. Variables such as the size of the school district, the number of years the program has already been in operation, and the variety

and amount of help available from various resources both within and outside of the school system will obviously influence both the appropriateness of and the relative priority given to any such "composite" list of responsibilities. In spite of such obvious dangers, it seems appropriate here, based on the recommendations given by these experienced K-12 career education coordinators, to construct a list of career education coordinator responsibilities that, hopefully, can serve as a starting point for local school districts as they embark on the difficult, but critically essential, task of establishing a list that is appropriate for themselves. The following list represents such an attempt.

Responsibilities of K-12 Career Education Coordinators

A. Networking Responsibilities

1. Establishing working relationships between various elements of the business/labor/industy/professional/cultural/government community and the Education system.
2. Establishing working relationships between various community organizations and associations having concerns regarding preparing youth for work and the Education system.
3. Establishing working relationships between various youth organizations active in career awareness/exploration/planning/decision-making activities and the Education system.
4. Encouraging working relationships among various community organizations, agencies, institutions, and individuals concerned about preparing youth for work so that they work more effectively with each other as well as with the Education system.

B. Information and Public Relations Responsibilities

5. Informing both the broader community and the Education system (including policymakers, administrators, *and* professional staff) about the nature and goals of career education in such a way that they can understand both the advantages career education offers youth and the advantages it offers to those receiving such explanations.
6. Persuading both the broader community and the Education system to join forces in a "partnership" that makes career education a true community effort, not something the Education system does merely with the *help* of the broader community.

C. Professional Educational Responsibilities

7. Serving as the community's major expert with respect to career education concepts, methodology, materials, and funding needs.
8. Providing inservice education both to educators and to community members designed to help them acquire the kinds of competencies they need in order to function effectively as members of the career education "team."

9. Designing both needs assessment and evaluation procedures *appropriate for career education and applying both in such a manner* that both the viability and the validity of the total career education effort is adequately demonstrated on a continuing basis.

D. Community Collaboration Responsibilities

10. Arranging for resource speakers in classrooms, field trips for students into the community, joint community/education system projects, and work experience for youth whose primary purpose is career exploration.
11. Encouraging the establishment and operation of a Community Career Education Action Council whose members are appointed by and report to the Board of Education.

E. Sustaining Career Education Responsibilities

12. Encouraging the inclusion of "career education skills" in sets of basic competencies required for high school graduation.
13. Encouraging the inclusion of "career education" as a routine category for use in employing professional education staff and in evaluating their performance on an annual basis.
14. Encouraging academic departments within the Education system to both include purchase of career education materials in their instructional materials budget and to use a "career education emphasis" as one of the major criteria employed in selecting textbooks.
15. Encouraging a hard line budget item for career education in the budget approved annually by the Board of Education.

Not all items in the list presented above have been derived from recommendations of participants found in this monograph. The basis for some of them, while coming from this same group of 130+ participants, can be found in other monographs in the series of monographs based on miniconferences held with these participants.

There are two additional essential points to be made regarding the list of suggested "responsibilities" presented above. First, each item in this list has been derived from remarks, suggestions, and recommendations made by experienced K-12 career education coordinators. It is, thus, in no way, any kind of hypothetical list. Rather, it is intended to represent the best collective thinking of these experienced professional practitioners. Second, it is important to repeat a warning made early in this presentation—namely, the list presented here is, in no way, intended to serve as a "job description" for a K-12 career education coordinator. The list *is* intended to serve as a means of holding employed K-12 career education coordinators accountable for results. That is, it is equally important to hold the career education coordinator accountable for her/his success in getting others to carry out a variety of tasks essential to the total career education effort *and* to hold the coordinator accountable for doing some of these things

personally. There is no way that some of these things can be put only in one of these categories—in spite of the fact that some of them quite obviously fit better into one category than into the other. It will be better to leave such decisions up to the local Board of Education and top school administrative decisionmakers who, hopefully, will agree to employ a career education coordinator.

What Kinds of Persons Should Become K-12 Career Education Coordinators?

Given the discussion presented above, readers may well be expected to ask themselves questions concerning the kinds of persons who will be able to function effectively as a K-12 career education coordinator. To help answer such questions, the thoughts and recommendations of experienced K-12 career education coordinators appears to be a logical starting point. While this question was not considered as a priority discussion by many participants in this series of miniconferences, a sufficient number offered thoughts and suggestions so as to provide a basis for this discussion.

Before summarizing the thoughts of individual participants, a caution noted by Ed Whitfield from the San Diego County Schools in San Diego, California is worth noting. Ed's caution was that there can be no single, generic answer given to this question primarily because K-12 career education coordinators are employed at various levels—e.g., the community level, the school system level, the building level, etc.,—and that this, alone, would make for quite different answers to this question. Further, the kind of person most effective in a small school district may well be quite different from the kind of person most effective in the complicated bureaucracy of the large urban school district. It is with these kinds of cautions in mind that the thoughts of these participants should be viewed.

If there was any one "characteristic" on which one could say consensus was present, it would be the point made by several participants that the K-12 career education coordinator should come from the ranks of professional Education—i.e., he/she should be an educator, not a person from the broader community. Considering the fact that, *without exception*, ALL participants in this series of miniconferences *were* professional educators, perhaps this high degree of consensus should not be considered surprising. Lest this recommendation be quickly dismissed by readers for this reason alone, it seems appropriate here to point out that, in other sets of miniconferences I have conducted for persons from the broader community, it seems to me that, by and large, they, too, would agree with this recommendation.

The primary reasons why participants felt the K-12 career education coordinator should be a professional educator are multiple in number. First, Burt Elliott from Siloam Springs, Arkansas emphasized the danger of seeking to employ a retired person from the business/labor/industry

community as the career education coordinator. Burt's basic point was that, were this to be done, we would run the risk of creating an impression that the job of the coordinator is either: (a) not very demanding; or (b) not very important. Second, Jerry Randolph, from McCall, Idaho, referred to recent experiences in his school district that saw persons without backgrounds in professional Education being employed as coaches. Jerry reported that, when this occurred, neither the students nor the teachers saw such persons as "belonging" in Education. He warned that this simply must not happen in the case of the career education coordinator. Third, several participants expressed their strong opinions that it will be relatively easier for a professional educator to learn what he/she needs to know about the broader community than it would be for a person coming from that community to know what needs to be known with respect to such things as infusing career education concepts into the teaching/learning process, how best to influence curriculum change, or how to work with school administrators and Boards of Education.

My own personal thoughts on this question are more in line with those expressed by Judy Johnson from the Mamaronuck Public Schools in Mamor, New York. Judy is convinced that the person to be employed as a K-12 career education coordinator, while coming from the ranks of professional educators, should, in addition, be a person with demonstrated successful experience in the business/labor/industry community. She felt that the person who has spent their entire career isolated within the confines of the Education system would have so much to learn about the private sector it would be difficult to bring such a person along to the point where they could understand, appreciate, and work effectively with persons from the business/labor/industry community. I agree with Judy on this point. Furthermore, while no formal survey was made regarding the backgrounds of these participants, I have a distinct impression that a majority of them are persons who would meet both of these qualifications. There are, today, a great many persons working as professional educators who, somewhere in their background, have had significant experience working in the private sector. Other things being equal, I would certainly look for such a person when considering filling the position of K-12 career education coordinator.

If the assumption is accepted that the person should come from the ranks of professional educators, there was certainly no consensus seen among participants regarding what kind of educational background would be most desirable. Frank Miller, from Grand Forks, North Dakota, emphasized that his prime criterion would be to select a person who has been *successful*—whether that person had been a teacher, a counselor, a school administrator, or a non-educator. Carol Weigner, from Elkhart, Indiana, agreed with Frank but pointed out that, if this is a proper criterion to use, most of today's practicing school counselors would be eliminated from consideration! Other participants, including Carol Gomer, from

Missoula, Montana, disagreed with this negative view of school counselors and, instead, defended school counselors as exceptionally well-qualified to be considered for the position of K-12 career education coordinator. Burt Elliott indicated, for example, that most of his current applicants for such a position possess both a teaching certificate and extensive graduate work in the counseling and guidance field.

Both Virginia Brookins from Okolona, Mississippi and Carol Weigner made strong pleas that the person selected come from the ranks of successful classroom teachers. Virginia's point was that, unless this is done,there will be many teachers who will resent the person employed as career education coordinator. Carol Wiegner told us that they are looking for teachers who are so successful and so satisfied as teachers that they really don't want to get out of the classroom.

Vann Sikes, from Cordele, Georgia, pictured his ideal candidates for the position of career education coordinator as being persons with a background of running a work-study program at the secondary school level. His point was that such persons will know both the education system and the community. In this sense, Vann feels they would be excellent persons to consider. As an example, he told us of one K-12 career education coordinator he knows with a background both in elementary education and in high school home economics who he felt was being extremely effective, not only in working with the broader community, but also in working with classroom teachers in the *entire* K-12 system.

Essie Page, from the Washington, D.C. Public Schools, indicated that, in seeking career education specialists in that system, they are seeking persons with a background in guidance and counseling who have also had successful work experience outside the field of formal Education.

Other individual participants emphasized more generic qualities as ones they would look for in selecting a K-12 career education coordinator. For example, to Jerry Randolph from McCall, Idaho, the human qualities of *caring* and *commitment* come first. Frank Miller stressed the importance of looking for a *"crusader"*—a person who is more interested in promoting the concept of career education than he/she is in simply "keeping a job." Ed Whitfield, on the other hand, emphasized essential qualities as including both the *ability to withstand rejection* and *skills in working with groups*. Ed does not think that "knowing the community" should be an important hiring criterion in large urban areas primarily because no one can really "know" a community that has a really large population. Still other generic qualities used by participants to describe the "ideal" K-12 career education coordinator included *flexibility*, sufficient *personal security* so as to feel comfortable when others receive credit, and *salesmanship* ability. While personal qualities such as these would be considered highly desirable, of course, in a wide variety of occupations, it is still, I think, significant that they were used by these participants, each of whom functions as a K-12 career education coordinator. It seemed very

obvious to me, as I became acquainted with them as individuals, that they were, in effect, painting self-portraits. So far as I could tell, these words are appropriate "descriptors" to use in describing most of the persons who were participants in this series of miniconferences.

Over and beyond such generic personal qualities, there were three other basic skill areas emphasized by these participants as being important. The first was that the person must be knowledgeable about career education—its rationale of need, its nature, its methods and procedures, and appropriate means for assessing its effectiveness. More specifically, the kinds of knowledge being recommended included: (a) an intimate knowledge of both the career development process and the teaching/learning process; (b) a broad knowledge and perspective of resources for career education available both within the Education system and in the broader community; and (c) knowledge and skills in linking community resources with those of the Education system in a truly collaborative community effort. Over and beyond the skills being emphasized here, it seemed to me that the personal quality being deemed essential could be described by the word *maturity*. Some of the phrases participants were using here included "ability to see things in a broad perspective" and "perspective generalist." Both the specific kinds of skills mentioned here and the quality of "maturity" appear to be essential. I must add here that, while I saw many examples of "mature" persons among these participants, the quality of "maturity" did not, so far as I could tell, bear any significant relationship to age of the participants. It seemed more nearly related to their professional and experiential backgrounds.

The second basic skill area emphasized by participants can be seen in their recommendation that the K-12 career education coordinator be, in effect, a "financial entrepreneur." Over and over again, they stressed the crucial importance of finding ways to seek funds for career education from a wide variety of sources, both within the Education system and in the broader community. Another monograph in this series, specifically devoted to funding problems in career education, lists 33 distinctly different direct funding sources currently in use by these K-12 career education coordinators. That monograph also discusses the tremendous "overmatch" of "inkind" contributions to career education represented by the physical and personnel resources of the broader community that are participating actively in the career education effort. Participants were acutely aware that specific, earmarked funds for career education have never been—and probably never will be—sufficient for use in a sustaining implementation effort.

As I listened to these participants relate the multitude of ways in which they are using their "financial entrepreneur" skills, I could not help but feel that, perhaps, the necessity for such skills may be a "blessing in disguise" for the career education movement. That is, it seems obvious to me that the need to take advantage of a variety of funding sources within the

Education system—including those made available under ESEA, from departmental instructional budgets, from funds available to the school system for inservice education, etc.,—must surely have acted as a positive influence on attaining the goal of *infusing* career education concepts within the regular curriculum and making the career education effort an integral part of the Education system—rather than an "add on" to that system. Similarly, I am convinced that the need for both financial and "in kind" contributions from the broader community has served to hasten both the acceptance and the application of the principle of community collaboration which is such a vital part of the career education concept. The absolute necessity to work with others, instead of trying to become yet another isolated "specialty" in Education, has, in my opinion, been of benefit to career education, to date. So long as this need remains *partial*, rather than *complete*, career education will be all right. That is, while the need for supplemental funds is a healthy sign, the complete absence of *any* funds specifically earmarked for career education would be disastrous. I think most of our participants would agree.

The third basic skill area emphasized by participants could, as a broad category, be called "management skills." Terms used by participants in describing such skills in more specific terms included "process/planning skills," "ability to put things in system terms," "staff development skills," and "ability to delegate." Over and over again, participants stressed the increasing importance of "management skills" as career education moves from a beginning demonstration to an operational implementation mode. Many reported that such skills are now among the most frequent of those they must call on. They see their ability to be a "people entrepreneur" fully as important as their ability to be a "financial entrepreneur." They were particularly concerned about the importance of both "sharing credit" and "sharing accountability" in the operation of a community career education effort. It is this set of skills which many participants identified as those they most need to further develop.

A summary of recommendations made by these participants with references to qualities they would look for in a K-12 career education coordinator include:

1. A background in professional education with classroom teaching experience considered *essential* and further experience in such areas as work-study, counseling and guidance, library science, vocational education, or school administration considered to be highly *desirable*.
2. Successful experience in the occupational society outside of formal Education was considered *highly desirable* by all participants and *absolutely essential* by some of them.
3. Personal qualities that include: (a) caring; (b) commitment; (c) ability to withstand rejection; (d) flexibility; (e) personal security; and (f) salesmanship ability.

4. Knowledge regarding career education and skill in being able to apply such knowledge.
5. "Financial entrepreneur" skills.
6. Management skills.

Where to Place The Career Education Coordinator In Education's Table of Organization

If a school system elects to employ a person carrying the title "Coordinator of Career Education," where should this position be placed in the organizational structure of the school system? This important question was infrequently considered by these miniconference participants. When raised at all, it seemed to be discussed primarily in terms of salary conditions and whether the appointment is for nine months or for 12 months. In spite of this relative lack of discussion, a monograph such as this requires some mention of this topic. Thus, this section will consist primarily of my own thoughts along with recommendations of those few participants who made recommendations in this area.

Frank Miller, from the Grand Forks Public Schools, recommended that this position be entitled "Director of Career Education" and be placed on the staff of the Superintendent of Schools. Frank's rationale was that, by being placed at this level in the school system's table of organization, it will be necessary for building level principals to pay attention to what this "Director" says. Essie Page (from the Washington, D.C. school system), on the other hand, recommended that this position be placed at the level of Assistant Principal. Essie's recommendation was obviously directly influenced by the fact that, in the Washington, D.C. school system, "career education coordinators" operate out of career resource centers located in various high schools included in the district. Thus, the contrast is clearly one of recognizing the essential difference between a "career education coordinator" operating at the building level as opposed to one operating at the school district level.

A vast majority of these miniconference participants were employed at the school district, rather than at the building level. Very few, however, were in positions similar to that recommended by Frank Miller. Instead, when operating at the school district level, they most frequently appeared to be in positions where they reported directly to the Assistant Superintendent for Curriculum and Instruction—or some similar title. In this sense, it seemed to me that most of their positions were placed, in the school system's table of organization, at a level analogous to that occupied by supervisors of various academic areas—such as mathematics, English, Science, social studies, or vocational education. This seemed to me, as I listened informally to participants, to represent the most common existing pattern. The second most common pattern, it seemed to me based on the informal observations I was able to make, was to find a single position

entitled "Director of Career and Vocational Education." This kind of position can be seen if one looks at Cliff Claussen in Detroit Lakes, Minnesota; or at Jim Capelli in Tacoma, Washington; or at Al Glassman in Philadelphia, Pennsylvania; or at Jimmy Dolan in Boone County, West Virginia.

Based on my own experiences in the U.S. Office of Education, it seems to me there are a number of inherent advantages given me by virtue of the fact that I, as Director of the Office of Career Education, report, by law, directly to the United States Commissioner of Education. By being in such a position, I find it fully as easy to relate with persons in the Bureau of Elementary and Secondary Education, the Bureau of Postsecondary Education, the Bureau of Education For The Handicapped, the Bureau of Indian Education, or any of the special units within the U.S. Office of Education—such as the Teacher Corps, Basic Skills, Women's Equity, or the Office of Gifted and Talented—as I do with the Bureau of Occupational and Adult Education. By being able to do so, I have been able to influence some positive actions on behalf of career education through almost every element of the United States Office of Education in ways that were simply not available to me when, in the past, the Office of Career Education existed simply as one unit in the Bureau of Occupational and Adult Education. On the other hand, it is obvious that, by being placed in a separate office directly within the Office of the Commissioner of Education, the Office of Career Education does not really "belong" to any of OE's Bureaus and so loses the direct promise of financial and psychological support that comes from being a part of any one Bureau. It would be much easier, in many ways, were the Office of Career Education to be returned to the Bureau of Occupational and Adult Education. I am not at all sure it would be better for the career education movement as a whole.

My reasons for inserting this personal element with respect to the way career education now operates within the United States Office of Education is to simply provide an illustration of some general principles which seem very important to me. First, it seems to me that, if career education is to continue to operate as a concept to be infused into ALL existing educational programs—rather than a new program to be added to all others in existence—then it is essential that, in an organizational sense, it is not to be tied to only one part of the Education system. Second, it seems to me that, if career education is to be viewed as a "womb to tomb" concept to be applied at all levels of Education, then it is important that, in a table of organization for a given Education system, it should be placed in such a position that it can legitimately interact with all levels represented in that system. In the case of a K-12 school district, thus, it seems important to me that the position of "coordinator of career education" be clearly structured so interaction is expected—and assumed to be operating—at the K-6, junior high school, senior high school, and adult education levels. (A very good operational example of where this has been accomplished can be seen

in the position occupied by Bob Magow in Orlando, Florida where Bob's operations include 80,000 K-12 students along with 30,000 students in adult education.) Third, it seems critically important to me that all persons in the K-12 school system see the "career education coordinator" having equally as much interest in, concern for, and loyalty to the academic, so-called "college preparatory" portions of the Education system as to that portion labeled "vocational education." It is hard for me to see how this situation can gain if "career education" is placed organizationally within the framework of vocational education.

The organizational arrangement at the K-12 level which, in many ways, seems the ideal is not one I have seen in actual operation yet. That arrangement would call for a position entitled "Assistant Superintendent for Education/Work Relationships" or some similar title. Reporting directly to such a person would be the school system's "Director of Career Education" as well as the "Director of Vocational Education." The thing that would make such an arrangement seem ideal to me is that it would concentrate attention of the entire Education system, as well as the broader community, on the basic educational goal of *preparing persons for work*. If this could be done, the *goal* would be considered to be of central importance, not either the *concept* of career education or the *program* of vocational education. Further, it would reduce, to a considerable degree, the very great deal of confusion which still exists in the minds of community persons—and even many educators—regarding the differences between "career education" and "vocational education." Finally, it would have the important advantage of allowing both career education and vocational education personnel to acknowledge the close relationships each bears to the other as well as their mutual dependence.

Concluding Remarks

This monograph represents one of the first systematic attempts made to discuss, in some detail, the concept of the "coordinator of career education" as a new kind of position in the K-12 system of American Education. Because it is, admittedly, a beginning attempt, there are many gaps apparent in this presentation. It is hoped that publication of this monograph may stimulate others to fill in some of these gaps.

In spite of the obvious weaknesses inherent in a presentation such as this, I regard the monograph, on a whole, as a document worthy of careful study. I say this primarily because it represents, in all but the preceding section, the thoughts and recommendations of currently employed, experienced K-12 career education coordinators. None of these persons has, with only one exception that I can recall (Betty Barr from Omaha, Nebraska) any kind of formal degree or certificate attesting to their competence in career education. They have learned what they now know about career education specifically primarily through the "school of hard knocks," not the

"school of hard books." Yet, they have learned a very great deal indeed. By sharing their knowledge regarding the position of "K-12 career education coordinator" with others through this monograph, I think they have made a most significant contribution. I am proud of them—and appreciative of the opportunity I have had to learn from them. I hope their teachings are as meaningful to you, the reader, as they are to me.

Participants

Mary Albrittain
Supervisor of Guidance
Charles County Board of Education
Health and Education Building
LaPlata, Maryland 20646

Inez Anderson
Fairfield Avenue
Haydenville, Massachusetts 01039

Betty Barr
Career Education Director
11629 Jackson Road
Omaha, Nebraska 68154

Betty Barry, Coordinator
Pima Developmental Career Guidance Project
545 North Camino Seco
Tucson, Arizona 87510

Sandra Bode, Director
DuPage Elementary Career Education Center
421 N. County Farm Road
Wheaton, Illinois 60187

Virginia Brookins
Career Education Coordinator
Okolona High School
Okolona, Mississippi 38860

Max Brunton
Administrative Assistant
Secondary Instruction
Parkrose School District #3
10636 N.E. Prescott
Portland, Oregon 97220

James G. Capelli, Supervisor
Vocational & Career Education, K-12
Clover Park School District
10020 Gravely Lake Drive, S.E.
Tacoma, Washington 98499

Betty Christiensen
Career Education Consultant
Kalamazoo ISD
1819 East Milham Road
Kalamazoo, Michigan 49002

Cliff Clausen, Director
Vocational Education Administrator
425 Broadway
Detroit Lakes Cooperative Center #33
Detroit Lakes, Minnesota 56501

James Crook, Director
Career Center—A.C. Davis High School
212 South Sixth Avenue
Yakima, Washington 98902

Jacqueline Danzberger
Coordinator of Career Education
249 High Street
Hartford, Connecticut 06103

Jimmy Dolan
Vocational Director
Boone County Board of Education
69 Avenue B
Madison, West Virginia 25130

Chet Duggar
Director of Secondary Curriculum
3202 N. Wisconsin Avenue
Peoria, Illinois 61603

Burton Elliott
Superintendent
Siloam Springs Public Schools
Siloam Springs, Arkansas 72761

Elizabeth Flaherty
Business Education Department
115 Greenough Street
Brookline, Massachusetts 02146

Carol Gomer
Career Education Coordinator
School District No. 1
215 South 6th, W.
Missoula, Montana 59801

Bernadette Griffith
Career Education Project
Cashmere School District
Cashmere, Washington 98815

Herman Grizzle
Career Education Coordinator
Tulsa County Area Vocational-Technical School
3420 S. Memorial Drive
Tulsa, Oklahoma 74145

Douglas Hill
Educational Resource Association
83 East Main Street
Newark, Delaware 19711

Judith Johnson
Coordinator
Mararonuck Public Schools
740 Boston Post Road
Manor, New York 10543

Steve Jones
Office of Superintendent of Schools
16 Rumford Street
Concord, New Hampshire 03301

LaVerne Kuehn
Career Education Specialist
Pulaski County Special School District
P.O. Box 6409
Little Rock, Arkansas 72216

Nancy Losekamp
Upper Arlington Public Schools
1950 North Mallway
Columbus, Ohio 43221

Dennise Luce
Counselor
South Junior High School
Rapid City School District
Rapid City, South Dakota 57701

Robert Megow
410 Woods Avenue
Orlando, Florida 32802

Calvin McIntyre
Supervisor
Career Education Programs
Milwaukee Public Schools
P.O. Drawer 10K, Room 265
Milwaukee, Wisconsin 53201

Frank Miller, Director
Guidance Services
Grand Forks Public Schools
Grand Forks, North Dakota 58201

Rose Muliere, Director
Pupil Services
Riverside Unified School District
3380 14th Street
Riverside, California 92501

Elizabeth Neuwrith
Counselor
Hosterman Junior High School
5530 Zealand Avenue N.
Robbinsdale, Minnesota 56501

Bernie Novick
Woodbridge Public Schools
Box 428
Woodbridge, New Jersey 07095

Jane Okamato
Windward District Resource Teacher
c/o Department of Education
Windward District Office
45-955 Kamahameha Highway
Kaneohe, Hawaii 96744

Asahi Oshima
Boulder Public Schools
Boulder, Colorado 80301

Essie Page, Director
ESAA Career Education Component
Ellington High School
35th and R Street
Washington, D.C. 20007

Linda Poole
Screven County Schools
Sylvania, Georgia 30467

Barbara Preli
Director, Career Education
Jefferson County Schools
4th at Broadway
Louisville, Kentucky 40202

Kenneth Quinn
Assistant Superintendent
New Albany Separate School District
Highway 15 North
P.O. Box 771
New Albany, Mississippi 38652

Jerry Randolph, Counselor
McCall Donnelly High School
P.O. Box 967
Elkhart, Indiana 46514

Mary Remington
USD #250
510 Deill Street
Pittsburg, Kansas 66762

Jama Roman, Coordinator
Career Development Program
Toledo City Schools
Manhattan and Elms Street
Toledo, Ohio 43608

John Shirley
P.O. Box 1300
Richardson, Texas 75080

Vann Sikes, Director
Career Education Project
Crisp County Schools
Cordele, Georgia 31015

Brand Snodgrass
Coordinator of Career Education
Mat-Su Borough School District
P.O. Box AB
Palmer, Alaska 99645

Pearl Solomon
District Curriculum Coordinator
Pearl River School District
Pearl River, New York 10965

James Sullivan
Coordinator of Career and Distributive Education
Cumberland High School
2600 Mendon Road
Cumberland, Rhode Island 02864

Robert Towne
Elementary Supervisor
Kennebunk School Department
Kennebunk, Maine 04043

Sarah Walkenshaw
Coordinator of Career Education
4904 Independence Avenue
Kansas City, Missouri 61424

Sue Warmath
Career Education Coordinator
Washington Elementary School
West Broadway
Mayfield, Kentucky 42066

Edwin Whitfield
Coordinator Career Education
San Diego County Schools
6401 Linda Vista Road
San Diego, California 92111

Gloria Whitman
Career Education Coordinator
Marple-Newton School District
120 Media Line Road
Newtown Square, Pennsylvania 19703

Carol Wiegner
Career Education Coordinator
2424 California Road
Elkhart, Indiana 46514

Gene Willich
Southeast Kansas Area
Vocational-Technical School
Dodge City, Kansas 67801

Carl Wisener
Principal
Arab Primary School
Arab, Alabama 35016

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